



## National Unit Specification: general information

**UNIT** Practical Skills for Carers (Higher)

**CODE** F1P0 12

**COURSE** Care Practice (Higher)

### SUMMARY

This is a mandatory Unit in the *Care Practice (Higher)* Course but it can also be taken as a free standing Unit.

This Unit is suitable for candidates who wish to gain employment at support worker level in the health and social care sectors. It is also suitable for those who wish to progress to study at Further Education Colleges or at Higher Education Institutions.

This Unit includes work placement experience and enables candidates to understand the concept of a positive care environment which ensures service users are safe. It also enables candidates to develop the qualities and skills required for good care practice by providing evidence of their work in a care environment.

### OUTCOMES

- 1 Explain the concept of a positive care environment, a care worker's role and own role in its promotion.
- 2 Explain the skills and the qualities essential to the care worker to meet the needs of service users.
- 3 Evaluate own skills and qualities used to meet service users' needs during a workplace experience.
- 4 Explain safe practice within a care setting.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

### **UNIT**    Practical Skills for Carers (Higher)

#### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Care (Intermediate 2) Course or Units
- ◆ Early Education and Childcare (Intermediate 2) Course or Units
- ◆ Standard Grade in a social subject at Credit level
- ◆ Standard Grade in a science subject at Credit level
- ◆ Standard Grade in Social and Vocational Skills at Credit level

#### **CREDIT VALUE**

2 credits at Higher (12 SCQF credit points at SCQF level 6\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT Practical Skills for Carers (Higher)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain the concept of a positive care environment, a care worker's role and own role in its promotion.

##### **Performance Criteria**

- (a) Describe the main factors which establish and maintain a positive care environment.
- (b) Explain the care worker's role in promoting positive care and good practice within a particular care setting.
- (c) Describe own contribution to a positive care environment during a placement experience.

#### **OUTCOME 2**

Explain the skills and the qualities essential to the care worker to meet the needs of service users.

##### **Performance Criteria**

- (a) Identify the needs of a particular service user.
- (b) Explain the practical and interpersonal skills a care worker is required to display to meet these needs.
- (c) Explain the qualities a care worker is required to display to meet these needs.

#### **OUTCOME 3**

Evaluate own skills and qualities used to meet service users' needs during a workplace experience.

##### **Performance Criteria**

- (a) Review own practical and interpersonal skills and qualities.
- (b) Evaluate own strengths and weaknesses in terms of practical and interpersonal skills and qualities.
- (c) Describe how own practical and interpersonal skills and qualities have developed.

#### **OUTCOME 4**

Explain safe practice within a care setting.

##### **Performance Criteria**

- (a) Describe health and safety legislation and procedures relevant to a specific care setting.
- (b) Explain own contribution to safe practice within a care setting.
- (c) Describe current moving and handling methods used to move people within a care setting.

## National Unit Specification: statement of standards (cont)

### UNIT Practical Skills for Carers (Higher)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

*The mandatory content for this Unit can be found in the appendix at the end of the Unit Specification*

Written and/or oral recorded evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria. The evidence must be gathered at appropriate points throughout the Unit while the candidate is on work placement within a care setting. Teachers/lecturers must ensure that it is the candidate's own work.

The evidence must cover:

- ◆ **six** main factors which establish and maintain a positive care environment
- ◆ the care worker's role in promoting a positive care environment within **one** care setting
- ◆ the candidate's own contribution to the maintenance of a positive care environment and good practice in placement
- ◆ the needs of **two service users** in the candidate's care while under supervision
- ◆ **two** practical and **two** interpersonal skills a care worker requires to meet the needs of **two different** service users
- ◆ **four** of the qualities a care worker should display when meeting the needs of **two** clients
- ◆ the candidate's own skills and qualities
- ◆ **the candidate's own** identified personal strengths and weaknesses
- ◆ the development of **the candidate's own** practical and interpersonal skills and qualities over the placement experience
- ◆ a knowledge of health and safety in relation to **the candidate's own** placement
- ◆ **two** situations where **the candidate** has participated in safe practice
- ◆ **one** situation where the candidate has observed the correct moving and handling of a service user

An appropriate instrument of assessment would be a Log Book which the candidate has completed throughout their workplace experience.

The standard to be applied, the breadth of coverage and an appropriate template for a log book are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessment they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Practical Skills for Carers (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

*The mandatory content for this Unit can be found in the appendix at the end of this Unit specification*

This is a mandatory Unit in the *Care Practice (Higher)* Course. It is also an optional Unit of the *National Certificate in Health and Social Care (Higher)* but can be taken as a freestanding Unit.

#### Outcome 1

Candidates should be familiar with the role of Scottish care legislation, and of the principles of the National Care Standards, in supporting the placement, in providing positive care practice, in supporting the rights to care of service users, in safeguarding their human rights, and in establishing the function of advocacy. The candidate will describe their own contribution to maintaining a positive care environment in their placement. This can include promoting health and wellbeing, maintaining quality of life, protection of rights and choices, maintaining confidentiality and promoting equality of opportunity.

Further details about positive care environments can be found in the appendix.

#### Outcome 2

Candidates should be familiar with methods of identifying the needs of service users as stated in the appendix. The candidate may refer to other methods of identifying care needs, eg:

- ◆ Maslow's hierarchy of human needs
- ◆ Roper, Logan and Tierney's model of activities of living
- ◆ Dorothea Orem's Self Care Framework

Note that some methods may not be appropriate to the particular circumstances of a candidate's placement.

Candidates should demonstrate an understanding, in general terms, of the practical and interpersonal skills and qualities required in care as stated in the appendix. Candidates should identify the practical and interpersonal skills and qualities relevant to a specific client group, and should describe their importance in meeting the needs of this client group.

## National Unit Specification: support notes (cont)

### UNIT Practical Skills for Carers (Higher)

#### Outcome 3

Evaluation of skills and qualities should highlight to the candidate the need for reflection and analysis of skills and qualities, and that change in the carer's practice comes from self-awareness.

The use of reflective accounts should be encouraged to assist the candidate in evidencing any change in their own abilities or attitudes. Candidates should be encouraged to comment on experiences which they feel may have helped in their personal, social, and vocational development. The candidate should reflect on experiences that have been positive and/or negative, and they should show an awareness of their strengths and weaknesses.

A checklist or appropriate record used to aid the candidate in self-evaluation pre-placement could be revisited to assist the process of identifying any skills and qualities which have changed and to evaluate how and why they have changed.

#### Outcome 4

Candidates should show an awareness of health and safety legislation relevant to care (see appendix).

It is important that if candidates are going to be able to identify safe practice they also should be able to identify risks or hazards in their placement. They should cover infection control measures. This includes: hand washing, food hygiene, appropriate use of waste disposal systems, and use of personal protection equipment.

It is strongly recommended that candidates undertake an introductory course of moving and handling of people prior to placement. They should demonstrate an understanding of the principles of safe moving and handling. Candidates must describe a correct, safe moving and handling procedure which they have witnessed in their placement. If this is not possible candidates must describe a moving and handling procedure demonstrated or practised in the introductory course.

#### **Please note:**

The moving and handling awareness session does not give candidates the skills to carry out these procedures at placement. Candidates would be required to attend a full certificated moving and handling training course to be fully competent.

If candidates are in a placement of a clinical nature, for their own safety they **should be aware of their own immunisation status** as well as the immunisation needs of other care workers in relation to infection risks in their particular placement.

## **National Unit Specification: support notes (cont)**

### **UNIT Practical Skills for Carers (Higher)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

##### **Outcome 1**

The concept of positive care can be approached using a combination of group work, looking at values held by the individual candidates. The use of commercial video/DVD productions may be used as a tool to allow candidates to identify what needs to be in place to create a positive care setting. The experiences of the individual in care, either as a service user or as a care provider can also be a useful tool and could encourage reflection.

##### **Outcomes 2 and 3**

Candidates understanding of service users' needs could be facilitated through small group discussions. Methods of identifying care needs must include a knowledge of PROCCCESS, and this may include discussion on Maslow's Hierarchy of Needs. Roper, Logan and Tierney's Activities of Living may also be useful however this method may not be suitable for all care settings but should be covered if the class will need to use it in placement.

Identification and evaluation of skills and qualities could be approached by group discussion with the emphasis on the practical and interpersonal skills and qualities a carer should have. This can be facilitated by the use of simulation, case study work and the use of video material. General discussion of skills and qualities seen on popular medical/social television dramas could aid the recognition of skills and qualities.

Self-evaluation and peer review could be encouraged by the use of checklists created from class discussions or from the log book. Peer review and teacher/lecturer interviews will encourage the candidates to develop reflective skills.

To facilitate the development of the candidate's skills and qualities, a review of the personal log book early in the placement experience with guidance from teacher/lecturer and placement supervisor could prove valuable. Placement is a recommended minimum of 40 hours in a setting where care is provided for a client group. The placement must offer experience and opportunity for the candidate to meet the Unit requirements. In review, candidates should be guided towards honest evaluation of the development of their skills and qualities. The importance of the candidate's ability to develop reflective and analytical skills in terms of their own practice should be emphasised. Candidates should clearly identify their personal strengths and weaknesses and ways in which they can continue their development.

##### **Outcome 4**

An introduction is required to all aspects of legislation relating to health and safety issues within care settings. Practical exercises around risk assessment and accident investigation can make this aspect of learning more attractive for the candidates, and a health and safety specialist might be introduced to enhance actual accounts of health and safety in practice.

## National Unit Specification: support notes (cont)

### UNIT Practical Skills for Carers (Higher)

Demonstration and practice of universal precautions hand washing, use of personal protective equipment, food hygiene, waste disposal and exposure to hazardous substances should be discussed and candidates should be aware of their personal responsibility to protect themselves and others from potential harm.

In delivering the underpinning knowledge element of this Unit, there should be a balance between teacher/lecturer presentation and candidate-centred learning.

The content of this Unit can be taught using a variety of methods such as:

- ◆ Small group exercises
- ◆ Group discussion
- ◆ Case studies
- ◆ Placement time
- ◆ Worksheets
- ◆ Investigations
- ◆ Individual or group research
- ◆ Videos
- ◆ Lectures
- ◆ Use of Information and Communication Technology (ICT) such as appropriate and relevant websites

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

An appropriate instrument of assessment would be a Log book which the candidate has completed throughout their workplace experience.

The NAB contains an appropriate log book. In addition the following information is provided for guidance.

The evidence in the Log book could contain:

#### Outcome 1

- |        |   |
|--------|---|
| PC (a) | Short answer questions  |
| PC (b) | 500 word report based on the care placement setting                 |
| PC (c) | Two activities carried out in placement and witnessed by supervisor |



## National Unit Specification: support notes (cont)

### UNIT Practical Skills for Carers (Higher)

#### Outcome 2

- PC (a) Short report which identifies the needs of two service users in the care of the candidate.
- PC (b) Short report identifying and explaining four practical and interpersonal skills required to meet the needs of **two** of the identified service users in placement.
- PC (c) Short report identifying and explaining **four** qualities required to meet the needs of **two** of the identified service users in placement.

#### Outcome 3

- PC (a) (b) (c) A 600 word report based on the practical and interpersonal skills and qualities the candidate has developed. Also a description of **two** activities carried out with a service user in placement and witnessed by supervisor.

#### Outcome 4

- PC (a) (b) (c) A 600 word report based on safe practice within a placement setting. A description of **two** safe practice activities carried out in placement and an observation of moving and handling should be included and witnessed by a supervisor.

### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit specification: appendix to the statement of standards

### UNIT Practical Skills for Carers (Higher)

*NB: This appendix forms part of the statement of standards ie requirements that are mandatory.*

#### Outcome 1

A positive care environment is one where:

- ◆ There is a promotion of clients' rights to respect, dignity, equal opportunity, choice, effective communication and confidentiality.
- ◆ The client's health, safety and security are assured by using systems of good practice.
- ◆ Provision of the fabric and content of the environment is suitable for its purpose and clients' needs.
- ◆ Positive care practice is found.

Candidates must be familiar with the role of the Scottish care legislation and of the principles of the *National Care Standards*, in supporting the placement, in providing positive care practice, in supporting the rights to care of service user, in safeguarding their human rights, and in establishing the function of advocacy. This can include promoting health and wellbeing, maintaining quality of life, protection of rights and choices, maintaining confidentiality and promoting equality of opportunity.

#### Outcome 2

The candidates must be familiar with the needs of service users.

This must cover: (PROCCCESS)

- ◆ Physical needs
- ◆ Relationship needs
- ◆ Organisational and operational needs
- ◆ Communication needs
- ◆ Cultural needs
- ◆ Cognitive/intellectual needs
- ◆ Emotional needs
- ◆ Social needs
- ◆ Spiritual needs

The process of identifying needs should:

- ◆ Be ongoing and be reviewed.
- ◆ Involve others in assessing needs, preferences and choices.
- ◆ Be based on effective care worker's communication to be used when assessing needs, preferences and choice.
- ◆ Be based on a firm value base which should ensure carers' values are demonstrated in assessing needs and preferences and supporting choices.
- ◆ It should be needs led.

## National Unit specification: appendix to the statement of standards (cont)

### UNIT Practical Skills for Carers (Higher)

Use of activities of daily living as an alternative method of identifying needs. The Roper, Logan and Tierney nursing care model which is based on 12 activities of daily living such as communication, eating and drinking and mobilisation. By investigating each area a picture can be built up of the type of nursing care an individual requires and the areas in which they are going to need more or less help. This approach may not lend itself to some placements.

The identification of practical and interpersonal skills and the qualities required in care will be identified in general terms and defined in relation to a specific client group.

Interpersonal skills:

- ◆ Listening skills
- ◆ Responding skills include pace and tone and appropriate language
- ◆ Ability to use and interpret non verbal language
- ◆ Showing empathy
- ◆ Showing reflection
- ◆ Motivating
- ◆ Informed negotiation and bargaining skills
- ◆ Dedication
- ◆ Genuine interest
- ◆ Enjoyment and humour
- ◆ Positive self disposition

Practical skills:

The candidate's direct help in activities which are required to assist the service user to achieve their optimum well-being.

The activities to be covered are:

- ◆ Personal hygiene requirements
- ◆ Mobility
- ◆ Nutrition
- ◆ Recreation
- ◆ Organisation of the environment/individual
- ◆ Aid with communication
- ◆ Financial management

Qualities care workers should display in order to meet clients' needs:

- ◆ Self awareness
- ◆ Reliability
- ◆ Patience
- ◆ Discretion
- ◆ Readiness to learn
- ◆ Ability to accept others (non-judgemental attitude)
- ◆ Calmness

## National Unit specification: appendix to the statement of standards (cont)

### UNIT Practical Skills for Carers (Higher)

- ◆ Organisational skills
- ◆ Honesty
- ◆ Sense of humour
- ◆ Kindness
- ◆ Willingness
- ◆ Acceptance
- ◆ Interest in workplace
- ◆ Ability to accept suggestions for change
- ◆ Empathy

#### Outcome 3

Evaluation of skills and qualities should highlight to the candidate the need for reflection and analysis of skills and qualities, and that change in the carer's practice comes from self-awareness.

The use of reflective accounts should be encouraged to assist the candidate in evidencing any change in their own abilities or attitudes. Candidates should be encouraged to comment on experiences which they feel may have helped in their personal, social, and vocational development. The candidate should be encouraged to reflect on experiences that have been positive and/or negative and to be aware of their strengths and weaknesses.

The checklist used to aid the candidate in self-assessment pre-placement should be revisited to assist the process of identifying any skills and qualities which have changed, evaluate how they have changed and why they have changed.

#### Outcome 4

Safe practice:

Application of safe practice is dependent on knowledge of health and safety issues. The candidate should be guided in regard to health and safety legislation as it relates to care including:

- ◆ The Health and Safety at Work Act 1974
- ◆ Manual Handling Operations Regulations 1992
- ◆ Management of Health and Safety at Work Regulations 1999
- ◆ Control of Substances Hazardous to Health Regulations 2002
- ◆ Fire (Scotland) Act 2005
- ◆ Electrical Safety Regulations.1989
- ◆ Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995

In addition infection control measures must be covered, including hand washing, the correct identification and use of systems of waste disposal, food hygiene and use of personal protection equipment.

Candidates must be familiar with the identification of risks or hazards so that they can produce evidence of safe practice in their placement.

## **National Unit specification: appendix to the statement of standards (cont)**

### **UNIT Practical Skills for Carers (Higher)**

An introductory course covering the moving and handling of people must be undertaken by candidates prior to placement. This will ensure candidates are aware of the correct moving and handling procedures, the skills required and the appropriate equipment to use. Candidates must describe a correct safe, moving and handling procedure which they have witnessed in their placement. If this is not possible candidates must describe a moving and handling procedure demonstrated or practiced in the introductory course.

Candidates must be aware the immunisation needs of care workers in relation to infection risks in their placement.